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CONTINUING EDUCATION INTERESTS OF MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA.

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THIS STUDY INVESTIGATED CONTINUING EDUCATION ACTIVITIES AND ATTITUDES OF 71 CITY OFFICIALS (MOSTLY MALE AND MIDDLE-AGED) IN SEVEN COUNTIES OF EAST CENTRAL FLORIDA. A QUESTIONNAIRE OBTAINED DATA ON REGULARITY OF EDUCATIONAL ACTIVITIES, PREFERRED METHODS, INTEREST IN EDUCATION RELATED TO THE OFFICIAL'S DUTIES, DESIRED SUBJECT AREAS, ORGANIZATIONS AND INSTITUTIONS CONSIDERED RESPONSIBLE, ATTITUDES TOWARD RESIDENTIAL SHORT COURSES, AND PERCEIVED ADEQUACY OF THE EDUCATIONAL PREPARATION FOR PUBLIC OFFICE. FINDINGS INDICATED THAT APPOINTED CITY OFFICIALS ATTACH GREATER VALUE TO SUCH ACTIVITIES THAN ELECTED OFFICIALS, BUT INTEREST IN GENERAL IS STRONG, PARTICULARLY IN COURSES ON FISCAL POLICY AND MANAGEMENT. HOWEVER, LIMITED PROGRAMS AND TRAVEL REQUIREMENTS WITH ATTENDANT LOSS OF TIME MAKE COURSES UNATTRACTIVE. OFFICIALS PREFER THAT THE FLORIDA LEAGUE OF MUNICIPALITIES AND THE FLORIDA STATE UNIVERSITY SYSTEM ASSUME RESPONSIBILITY FOR EDUCATION. REGIONAL EDUCATION CENTERS MIGHT PROVIDE A CONNECTION BETWEEN THE LOCAL REGION AND THE CAMPUS. A LONGITUDINAL STUDY OF THESE RESPONDENTS AND AN INDEPTH STUDY OF CHARACTERISTICS OF PARTICIPANTS AND NONPARTICIPANTS WOULD BE VALUABLE, AS WOULD PROVISION OF EXPERIMENTAL PROGRAMS. THE QUESTIONNAIRE IS INCLUDED. (LY)

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CONTINUING EDUCATION INTERESTS OF MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA

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PREFACE

As a result of rapid urbanization, technological changes, and changing cultural patterns, municipalities in the United States are being confronted with new and different problems that threaten to overwhelm this form of local government. One solution to the problems of urban America's cities may rest in the development of an appreciation for continuing learning and the application of the scientific method by municipal officials.

Educators and public administrators have heretofore recognized the contributions that continuous learning and in-service training programs may make to municipal government. However, accomplishments in the field appear to be limited and little is known about the continuing education interests and activities of the elected and appointed officials of municipalities. Therefore, the objective of the research project reported in the following pages was to obtain basic data concerning the interests and activities of municipal officials in a rapidly urbanizing region.

The research project and this report were primarily concerned with the mechanical and technical problems involved in providing educational programs for public officials that would have a high potential for attracting participants. The author is aware that attendance may be an inadequate means of evaluating a program,

yet without attendance and participation, it would logically appear that it would be difficult to accomplish more meaningful objectives. Therefore, it is hoped that the results of this study may be useful in providing the framework for the establishment of continuing education activities for public officials where the more substantive effects of continuing education may be evaluated.

H.B.L.

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CHAPTER I

INTRODUCTION

Purpose

The purposes of this study of east central Florida were: (1) to obtain data that would provide a measure of the regularity of educational activities of municipal officials; (2) to determine educational methods preferred by municipal officials; (3) to determine the interest and willingness of municipal officials in participating in educational activities related to their official duties; (4) to determine which organization or institution is perceived by municipal officials as being responsible for providing educational programs for municipal officials; (5) to determine subject matter areas of interest to municipal officials; (6) to determine the attitude of municipal officials toward resident short-courses; and (7) to determine the perceived adequacy of the educational preparation of public officials for public office.

Significance of the Study

Rapidly changing knowledge, technology, and urbanization are among the most crucial social facts of the mid-twentieth century. The impact of each of the above social facts appears to be greatest in the municipalities. And while the impact of changing knowledge, technology, and urbanization is generally

recognized by the urban resident, it is the urban official who daily wrestles with the consequences of such changes. One consequence is the recognized need for municipal leaders to keep abreast of the changes.

It appears that municipal officials may be able to keep pace and maintain a desirable competence within the political structure only through some form of continuing education. Therefore, this study of the educational interests of municipal officials in one of the nation's rapidly urbanizing regions may provide information that will enable scholars and governmental leaders to develop acceptable institutional forms that will provide viable educational programs for municipal officials.

The impact of social change has not escaped notice in other areas and is not limited to the geographic region studied by the author. The Municipal Manpower Commission, formed by the American Municipal Association, American Society of Planning Officials and the American Institute of Planners, underlined the needs for improvement of personnel in a 1962 report. Their report indicated that the nation would be confronted with a host of problems stemming from urban growth and that governmental institutions are ill-prepared to make the necessary decision required to solve these problems. Furthermore, the 1962 Municipal Manpower Commission report suggested that the development of an enlightened and energetic civic leadership is essential to the creation of a new and better metropolis

and that the personnel of local governments have an all-important part to play in this process.[1]

Thus, it appears that data concerning the educational activities and interests of municipal officials become very important. However, a preliminary step involves the development of educational programs that can equip the municipal officials with the skills and knowledge he needs to accomplish the goal of improved services. Of importance in development of such educational programs is the need to determine what kinds of educational activities are needed and how much time does the municipal official have available for such educational activities.

Definitions

Terminology used in this study with a meaning that may be otherwise misinterpreted is defined below:

Elected Municipal Official - In this study the term "elected municipal official" was used to refer to those leaders of incorporated cities such as mayors, commissioners, councilmen, and aldermen. No distinction was made among these officials and the term was limited to individuals holding the positions. It is noted that these positions are usually elective, however, in some cases such positions may be filled for part of a term by appointment. In each case for the purpose of this study, the individual was considered to hold an elected position and was considered to be an elected municipal official.

[1] Municipal Manpower Commission Report, 1962, cited by Robert Seaver in Skills, Scholarship and the Public Service (Ford Foundation, 1966), p. 45.

Appointed Municipal Official - In this study the term 'appointed municipal official" is used broadly to include those salaried employees of a city. The definition was not limited to those few positions that are filled by appointment by the governing body. However, the definition does not exclude non-salaried appointees. Positions included in this definition were: city manager, city administrator, city clerk, police chief, fire chief, and other city department heads.

Population

East central Florida was defined as the seven-county area of Brevard, Indian River, Lake, Osceola, Seminole, and Volusia Counties. The 1966 estimated population of the region was approximately one million people in the 6,216 square mile area; sixty-six municipalities serve the region.[1]

According to the 1960 census, 11,487 people in the seven-county region were employed in some phase of public administration.[2]

Methodology

One hundred and seventy-seven municipal officials in the seven-county area were selected, using a list of random numbers, to serve as potential respondents in the survey conducted during October and November of 1966. A copy of the questionnaire that was sent to each of the subjects is included in the appendix.

1 East Central Florida Regional Planning Council, Council Keynotes, September, 1966.

2 U. S. Bureau of the Census, County and City Data Book, 1962, pp. 54-64.

Approximately one-half of the subjects receiving the first mailed questionnaires were elected officials, mayors, city councilmen, or commissioners. The other one-half were appointed, city managers, city clerks, fire chiefs, police chiefs, and building inspectors. There were twenty-two mayors, commissioners, councilmen, and aldermen plus twenty-seven appointed officials in the first returns. A second random sample of non-respondents was made from the entire list; in this sample fifteen appointed officials and eight elected officials were selected. All fifteen of the appointed officials and seven of the eight elected officials returned the follow-up questionnaire. Twenty-nine final responses were obtained from elected officials and forty-two from appointed or employed officials.

Related Research

Continuing education is currently accepted on a pragmatic basis and this pragmatic view of activities that contribute to continuous learning suggests that such activities are necessary in almost all fields of endeavor to keep the practitioner from becoming obsolete. Peter Drucker expounds on this possibility when he suggests that modern man's life pattern is undergoing a revolution.[1] He points to the fact that regardless of one's work, learning has not stopped with the end of schooling. He indicates that learning must begin anew in many ways; new concepts, new

[1] Peter Drucker, "The University in an Educated Society," in J. B. Whipple and G. A. Wooditsch (eds.), Oakland Papers (Boston: 1966), p. 47.

skills, new tools, new knowledge. In addition, the problems of providing viable continuous learning experiences for local governmental administrators is complicated by the lack of previous preparation for the task of governing by many of the elected and appointed officials. John Bebout says,

> "in some ways, governors, mayors, department heads, legislators, city councilmen, and other top elected and appointed officials are more in need of in-service training than people who ordinarily get it lower in the echelons of public service. This is partly because they often find themselves catapulted, with no particular preparation, into positions of great complexity, and partly because our whole educational system has somehow failed to come to grips with the problem of educating people for high politics. Add to these considerations the fact that tradition assumes that the mere designation to a high office, if it does not endow a person with the special vision required, at least makes it inappropriate for him to appear in the role of student, and we have a partial explanation for the frustrations of public hopes and aspirations at the point at which they are translated into operative public policy. It is curious that high officials are assumed to have plenty of time to make all kinds of mistakes, but are not deemed to have time to learn how to avoid such mistakes."
> [1]

The concern for continuous learning by governmental leaders has not been limited to the campus. The Municipal Manpower Commission, formed by the American Municipal Association, American Society of Planning Officials, and the American Institute of Planners, underlined the need for the improvement of personnel in a 1962 report. That report indicated that the nation would be confronted with a host of problems stemming from urban growth and that governmental institutions are

[1] John Bebout, The American Behavioral Scientist (Princeton, N. J.: 1963), pp. 30-31.

ill-prepared to solve these problems. Furthermore, the report found a lack of training programs for municipal employees that would prepare them for such problems.[1]

Neither has the need for continuing education for public officials been restricted to certain geographic locations. In east central Florida, a voluntary organization known as Educational Service for Public Administration (formerly Public Administration Continuing Education Service) has been supporting an educational program since 1966. The purposes of this organization, according to its by-laws are:[2]

1. Identifying needed governmental education and training programs;
2. Evaluating possible programs and resources designed to meet the identified needs;
3. Providing or conducting such needed programs whenever practicable; and
4. Developing concern for the continuing training and education of persons in public service.

Summary

This study of the continuing education activities of municipal officials in east central Florida was conducted to obtain data concerning the interest of municipal officials in east central Florida in continuing education. The area studied consisted of a seven-county area of over 6,000 square miles containing

[1] Municipal Manpower Commission, loc. cit., p. 45.

[2] ESPA By-Laws.

sixty-six municipalities.

A questionnaire was sent to randomly selected municipal officials in the seven-county area. Forty-two appointed officials and twenty-nine elected officials participated in the survey.

CHAPTER II

PRESENTATION OF FINDINGS

Seventy-one municipal officials randomly selected from among appointed and elected officials in east central Florida returned a questionnaire submitted to them to obtain data to identify certain characteristics of the continuing education activities of municipal officials in the area.

Forty-two appointed officials and twenty-nine elected officials participated in the survey. Table 1 illustrates the official positions of respondents participating in the survey.

TABLE 1

OFFICIAL POSITIONS OF MUNICIPAL OFFICIALS PARTICIPATING IN THE SURVEY OF THE CONTINUING EDUCATION ACTIVITIES OF MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA

Official Position		Number
Elected Officials		29
Appointed Officials		42
City Managers	10	
City Administrators	1	
City Clerks	14	
Building Officials	6	
Fire Chiefs	2	
Planning & Engineering	1	
Public Works Director	1	
Police Chiefs	6	
Tax Assessor	1	
GRAND TOTAL		71

Findings

The elected officials had a median educational achievement level, measured in terms of number of years of education completed, of 15 years. The mean was 13.85. The appointed municipal officials had a median educational achievement level of 14 years; a mean of 13.57.

The mean age of the elected officials was 48.25 compared with a mean age of 47.19 for the appointed officials. The median age for the elected officials was 47 compared with a median age of 48 for the appointed officials. The age range for the elected officials was from 31 to 75 and the range for the appointed officials was from 25 to 80.

Sex of Respondents

There were six females among the twenty-nine elected officials and seven females among the forty-two respondents among the appointed officials..

Regularity of Educational Activities

The elected officials indicated that they had been more recently involved in educational activities than the appointed officials. The mean number of years since the last educational activity for the elected officials was 5.24 years compared with a mean of 6.41 for the appointed officials. The appointed officials indicated that they participated more than the elected officials in educational activities sponsored by universities. The elected officials indicated that only four of their number have

been involved in such an activity during the past three years, and one of these was a dentist who participated in a dental program rather than an educational activity related to his governmental position; 21 of the appointed officials indicated that they had participated in an educational activity sponsored by a state university.

The year reflecting the highest rate of participation in educational activities by the appointed officials and elected officials was 1966. However, one appointed official indicated that he was last engaged in an educational activity in 1924, whereas, one elected official gave 1939 as the date he was last engaged in an educational activity.

The University of South Florida was listed by the respondents as the sponsoring institution of the most recent university sponsored activity. Seven officials cited the University of South Florida, five cited Florida State University, and five cited the University of Florida. Other institutions cited were the University of Miami, a junior college, FICUS, and four out-of-state institutions.

Stated Reasons for Not Participating in Educational Activities

The reasons for not participating in continuing educational activities appear to be a topic worthy of consideration. Prior to this study it was theorized that if it could be determined why municipal officials did not currently participate in educational activities prospective educational programs might

be more successful.

Of the elected officials, 48.28 percent cited the lack of courses as the main factor; 33.33 percent of the appointed officials cited this reason. The major factor given among the appointed officials was the lack of time, 40.48 percent gave this reason compared with 44.83 percent of the elected officials. Another difference was observed between the two groups, only 6.90 percent of the elected officials cited lack of local approval as a factor in preventing them from participating, whereas, 11.91 percent of the appointed officials cited this factor.

One question (#14), sought to determine if municipal governments pay the expenses of their elected and appointed officials when they attend educational activities related to their official duties. Of the elected officials, 55.17 percent indicated that their governments paid their expenses when attending educational activities; 90.48 percent of the appointed officials answered this question in the affirmative.

Stated Interest in Educational Activities

This study was limited to the "stated interest" and does not attempt to verify or corroborate the answers given by the respondents through actual involvement or participation in educational activities. Additional studies may reveal differences or similarities between words and actions.

Question fifteen in the questionnaire asked the respondent if he were interested in educational activities that relate to the public office held. Similarly, question seventeen asked the respondent if he were willing to participate in educational activities conducted locally dealing with topics concerning his public office.

Of the elected officials responding to the questionnaire, 86.21 percent indicated that they were interested in educational activities that relate to their public office; 90.48 percent of the appointed municipal officials answered this question in the affirmative.

A small difference between the responses to "interest in educational activities" and "willingness to participate" in educational activities was noted. The elected officials indicated that 86.21 percent of their number were interested yet only 79.31 percent said they were willing to participate; of the appointed officials 90.48 percent registered an interest in educational activities and 88.10 percent said they were willing to participate in such activities.

Two additional questions were posed to obtain a response concerning willingness to participate in a specific educational activity for a specified length of time. Questions nineteen and twenty, respectively, asked, "would you like to have the opportunity to learn of the findings of studies concerning the effects of urbanization in your area?" and "would you

be willing to spend a day in a conference to discuss the findings of urban research with the scholars who completed the studies?" Of the elected officials responding, 79.31 percent replied to the former question in the affirmative and 82.76 percent to the latter question; of the appointed officials, 85.71 percent replied in the affirmative to the former and 83.33 percent to the latter.

Perceived Value of Educational Activity

Question twenty-nine, "do you think that additional educational activities by public officials would enable them to have a better understanding of Florida's urbanization and enable them to serve more effectively and efficiently?" was posed to elicit a response that would enable the investigator to obtain some measure of the perceived value of such activity. Of the appointed officials, 83.33 percent answered question twenty-nine in the affirmative compared with 75.86 percent of the elected officials.

Institution Perceived as Being Responsible for Education

Which institution is seen by the municipal officials as being responsible for providing for the continuing education of municipal officials? Table 2 provides the data supplied by the respondents.

TABLE 2

INSTITUTIONS AND/OR ORGANIZATIONS PERCEIVED BY PUBLIC OFFICIALS IN EAST CENTRAL FLORIDA AS HAVING RESPONSIBILITY FOR PROVIDING CONTINUING EDUCATION ACTIVITIES FOR PUBLIC OFFICIALS

Institution or Organization	Appointed Official	Elected Official
Universities	73.81	68.87
Junior Colleges	61.09	69.05
Florida League of Municipalities	69.05	55.17

*Totals over 100 percent are due to multiple selection by some respondents.

Suggested Methods of Providing Educational Activities

Elsewhere, the author was concerned with the general preference of methods to provide continuing education programs for public officials, whereas, Table 3 illustrates the methods suggested by the public officials whereby the Florida League of Municipalities, the universities, or junior colleges could provide educational programs.

TABLE 3

EDUCATIONAL METHODS SUGGESTED BY MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA TO BE UTILIZED BY UNIVERSITIES, JUNIOR COLLEGES, AND THE FLORIDA LEAGUE OF MUNICIPALITIES

Method	Appointed Officials	Elected Officials
Local conferences	47.62	62.07
State-wide conferences	11.95	13.79
Correspondence	23.81	17.24
Classes (semester duration)	38.10	13.79

*Totals over 100 percent due to multiple selection by some respondents.

Preferred Educational Methods

Table 4 illustrates the educational methods preferred by the appointed and elective officials.

TABLE 4

EDUCATIONAL METHODS PREFERRED BY ELECTED AND APPOINTED MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA

Method	Appointed Officials	Elected Officials
Local conferences	76.19	68.97
Correspondence	50.00	44.83
Local lectures	50.00	31.09

*Totals more than 100 percent are due to multiple selections by some respondents.

Topical Areas of Interest

The municipal officials were requested to list the topics in which they felt the differing institutional forms, the Florida League of Municipalities, the Florida State University System, and the junior colleges, should provide programs. Table 5 illustrates the results of this question.

TABLE 5

TOPICAL AREAS OF INTEREST AND INSTITUTION PERCEIVED AS BEING BEST QUALIFIED TO PROVIDE EDUCATIONAL ACTIVITIES PERTAINING THERETO

Topics	Total Selections	Perceived Sponsoring Instit.		
		Univ.	Jr. Col.	Fla. League
Fiscal Policy	32	12	8	12
Govern. Org.	24	7	7	10
Pub. Relations	19	6	4	9
Personnel Mgt.	13	5	5	3
Police Adm.	10	3	4	3
Community Plan.	10	5	2	3
Revenue	7	1	2	4
Fire Service	6	2	2	2
Educ. & Psychology	8	2	4	2
Official Duties	4	1	1	2
Fed. Aid Programs	4	1	1	2
Miscellaneous (14)	27	8	7	12
TOTAL	*164	53	47	64

*Some respondents selected more than one topic.

Attitudes Concerning Resident Short-Courses

Should municipal officials attend refresher courses for periods of up to two weeks each summer at state university campuses at public expense? Of the elected officials, 44.83 percent answered the above question in the affirmative concerning appointed officials, however, only 27.59 percent thought that elected officials should attend. Of the appointed officials, 54.76 percent thought that appointive officials should attend such an activity while only 45.24 percent thought that elected officials should attend a refresher course.

Perceived Adequacy of Educational Preparation for Public Office

Two questions were posed to determine the perceived adequacy of the educational preparation for public office and the second question was a two-part question. The first question was, "do you think your education adequately prepared you to hold public office?" Of the elected officials, 75.86 percent replied in the affirmative; 64.29 percent of the appointed officials also replied in the affirmative.

The second question was, "can you cite other experiences that prepared you for public office?" Of the elected officials 89.66 percent replied in the affirmative; 76.19 percent of the appointed officials also said yes. The second part of the second question requested the respondents to cite the "other experiences" that prepared them for public office. The majority of each category of officials cited previous work experience and public contact activity.

Summary

This chapter presented the findings of a survey of elected and appointed municipal officials in east central Florida. Seven major questions were explored through the use of a questionnaire mailed to randomly selected officials in the seven-county region. The major questions considered in the survey were: 1) regularity of educational activities; 2) stated reasons for not participating in educational activities; 3) stated interest in educational activities; 4) institution perceived as being responsible for educational programs for public officials; 5) subject matter areas of interest to municipal officials; 6) attitudes concerning resident short-courses; 7) perceived adequacy of educational preparation for public office.

CHAPTER III

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Twenty-nine elected and forty-two appointed municipal officials in east central Florida participated in the survey of the continuing education activities and attitudes of public officials in east central Florida. The respondents were randomly selected and mailed a questionnaire designed to collect certain data concerning their interests and activities.

The purposes of this study of municipal officials in east central Florida were: 1) to obtain data that would provide a measure of the regularity of their educational activities; 2) to determine educational methods preferred by municipal officials; 3) to determine the interest and willingness of the subjects in participating in educational activities related to their official duties; 4) to determine which organization or institution is perceived by the subjects as being responsible for providing educational programs for municipal officials; 5) to determine subject matter areas of interest; 6) to determine the attitude of the subjects toward resident short-courses; and 7) to determine the perceived adequacy of the educational preparation for public office.

A pragmatic view of activities that contribute to continuous learning suggests that such activities would also be beneficial to municipal officials. The need for such programs has been recognized and suggested to municipalities and concern for continuing education activities for municipal officials has been expressed by educators, organizations composed of municipal officials, and individual political leaders.

Conclusions

Data collected in this study suggest the following conclusions concerning municipal officials in east central Florida.

1. Personal data. Men out-number women among elected and appointed municipal officials. The mean age of elected municipal officials is 48.25 compared with 47.19 for the appointed officials. The elected official has completed 13.85 years of school education compared with 13.57 years for the appointed official.

2. Regularity of educational activities. The mean number of years since the last educational activity participated in by an elected official was 5.24 years compared with a mean of 6.41 years for the appointed official. However, the majority of the elected officials participated in educational activities provided by institutions or organizations other than universities, whereas, the majority of the participants among the appointed officials indicated that they had participated in educational activities sponsored by a state university.

3. Stated reasons for not participating in educational activities. The major factor preventing the elected officials from participating in educational activities was the lack of courses, according to the questionnaire responses. The major factor preventing the appointed officials from participating in educational activities was lack of time according to their responses.

4. Stated interest in educational activities. Of the elected officials, 86.21 percent indicated an interest in participating in educational activities, 79.31 percent said they were willing to participate, and 79.31 percent indicated a desire to participate in a specific conference. Of the appointed officials, 90.48 percent expressed an interest in educational activities, and 88.10 percent indicated a willingness to participate in educational activities, while 85.71 percent indicated a desire to participate in a specific conference.

5. Institution perceived as being responsible for educational programs for public officials. The responses indicated that the appointed and the elected officials felt that the educational program should be shared by at least three institutions, the Florida League of Municipalities, the Florida State University System, and the junior colleges.

6. Subject matter areas of interest to municipal officials. Twenty-five topics were suggested by the respondents as topics in which they desired educational programs. Fiscal policy and management was the topic most often cited, followed in order by

governmental organization and administration, public relations, personnel management, police administration, and community planning.

7. Attitudes concerning resident short-courses. Support for the idea of resident short-courses of up to two-weeks duration held on university campuses each summer was supported in varying degrees by each category of municipal officials. Of the elected officials 44.83 percent thought that it was a good idea for appointed personnel but only 27.59 percent supported the idea when applied to elected officials. Of the appointed officials, 54.76 percent supported the idea for appointed officials and 45.24 percent supported the concept for elected officials.

8. Perceived adequacy of educational preparation for public office. The elected officials could cite other experiences as being helpful in preparation for their public office more often than could the appointed officials.

9. Preferred programs. Educational programs that appear to have the potential for the greatest support among elected and appointed municipal officials in east central Florida contain the following elements:

a. They are conducted locally
b. They are sponsored by a university or league of municipalities
c. The conference method is used
d. The topic is fiscal policy and fiscal management, governmental organization and administration, public relations, personnel management, police administration, and/or community planning.

10. Value of additional educational activities. The appointed officials consistently registered a higher regard for, and interest in, additional educational activities. Thus, it is concluded that appointed officials are inclined to attach greater value to such activities and would present a more responsive clientele for educational programs held in the region However, the differences between the two groups of officials were small and such a conclusion should be tentative until further study supports or disproves the validity of such a conclusion.

Implications

The data collected in the survey of the continuing education activities and attitudes of municipal officials in east central Florida imply that the municipal officials are interested in participating in educational activities but that programs to meet their needs are not available. Furthermore, it appears that they would prefer that the Florida League of Municipalities and the Florida State University System assume the responsibility for providing viable educational activities that relate to their immediate needs.

Furthermore, the findings of this research imply that both the elected and appointed officials in east central Florida will participate in educational activities and that they have a desire to participate but that the limited programs and travel requirements with attendant loss of time away from their

responsible positions make such participation unattractive. Thus, it appears that consideration of the factors of distance, sponsorer, method, and topic is imperative in the planning of any educational activity for municipal officials in east central Florida. The expense of participating in such educational activities does not appear to be a critical factor.

These findings provide sufficient guidelines for the development of experimental programs such as regional educational centers that would provide a conduit from the local region to the campus. These regional educational centers could then explore the specific needs of officials within their region and work with the educational institutions serving that region to provide educational activities within the desirable framework that exists within that region.

Recommendations for Future Study

It would appear that a longitudinal study of the respondents in this survey would be useful. Such a study would consider responses to questions concerning the willingness of the respondents to participate in educational activities and their actual behavior in the following year. Furthermore, an in-depth study of the characteristics of the participants and non-participants in educational activities should provide valuable comparative data. And finally, experimental programs may be developed to explore the more substantive aspects of successful continuing education activities for public officials.

APPENDIX

APPENDIX

PUBLIC OFFICIALS' CONTINUING EDUCATION SURVEY

1. Name_____ 2. Date of birth_____

3. Sex (M) (F) 4. Your position is elective ( ); appointive ( ).

5. Education: grades 1-8 ( ); high school grad. ( );
   1-2 yrs. college ( ); 4 yrs. college ( );
   graduate or professional degree ( ).

6. College degree in what field? _____

7. Date of graduation of completion of education? _____

8. Date of last educational activity? _____

9. What was the nature of this activity? classes ( ); lecture ( );
   conference or workshop ( ); self-instruction ( ).

10. Have you attended (within the past 3 years) an educational activity sponsored by a state university? yes ( ); no ( ).

11. What was the subject? _____

12. What university sponsored the educational activity?_____

13. How long was the activity? one day or less ( ); 2 days ( );
    3 days ( ); one week ( ); longer than one week ( ).

    Who paid your expenses? _____

14. Is your local government willing to pay your expenses for educational activities such as conferences, workshops, lectures, etc. that relate to your official duties? yes ( ); no ( ).

15. Are you interested in educational activities that relate to your responsibilities as a public official? yes ( ); no ( ).

16. In which of the following kinds of educational activities that relate to your official responsibilities are you interested? lectures ( );
    correspondence ( ); conferences and workshops ( ).

17. Would you participate in educational activities (conducted locally) dealing with topics concerning your public office? yes ( ); no ( ).

18. Would you participate in a correspondence course dealing with topics concerning your public office? yes ( ); no ( ).

19. Would you like to have the opportunity to learn of the findings of studies concerning the effects of urbanization in your area? yes ( ); no ( ).

20. Would you be willing to spend a day in a conference to discuss the findings of urban research in your general area with the scholars who completed the studies? yes ( ); no ( ).

21. Would you be willing or able to leave your area for participation in educational activities? yes ( ); no ( ). If yes, for how long? _____

22. What factors prevent you from participating in educational activities related to your official responsibilities: no courses offered ( ); no time ( ); cost ( ); lack of local approval ( ).

23. [a]Do you think the Florida League of Municipalities should provide additional educational programs? yes ( ); no ( ).

    [b]What kind of topics would you suggest? _____
    _____

24. [a]Do you think that the Florida University system should provide additional educational programs for public officials? yes ( ); no ( ).

    [b]What kind of topics would you suggest? _____
    _____

25. [a]Do you think that junior colleges should provide educational programs for public officials? yes ( ); no ( ).

    [b]What kind of topics would you suggest? _____
    _____

26. How would you suggest these educational activities be offered? correspondence ( ); regional or local conferences ( ); state-wide conferences ( ); regular evening classes for a semester ( ).

27. Do you think that appointive public officials should attend refresher courses for periods of up to two-weeks each summer at state university campuses at public expense? yes ( ); no ( ).

28. Do you think that elected public officials should attend refresher courses for periods of up to two-weeks each summer on state university campuses at public expense? yes ( ); no ( ).

29. Do you think that additional educational activities by public officials would enable them to have a better understanding of Florida's urbanization and enable them to serve more effectively and efficiently? yes ( ); no ( ).

30. Would you participate in adult educational activities that do not relate to your responsibilities as a public official? yes ( ); no ( ).

31. Do you think your education adequately prepared you to hold public office? yes ( ); no ( ).

32. Can you cite other experiences (in addition or other than your education) that prepared you for public office? yes ( ); no ( ).

33. What are they? _____

_____

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